R E P O R T R-E S U M E S

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OUTLINE OF THE PROGRAM FOR TRAINABLE RESIDENTS.
SUNLAND TRAINING CTR., GAINESVILLE, FLA.

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DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *CURRICULUM, *VISUALLY HANDICAPPED, *MULTIPLY HANDICAPPED, BLIND, TRAINABLE MENTALLY HANDICAPPED, CURRICULUM GUIDES, ADOLESCENTS, ADULTS, CHILDREN, EDUCATIONAL OBJECTIVES, INSTITUTIONAL SCHOOLS, INSTRUCTIONAL PROGRAMS, SUNLAND TRAINING CENTER,

PHILOSOPHY, GOALS, AND DESCRIPTION OF RESIDENTS PARTICIPATING IN THIS PROGRAM ARE PRESENTED. ACTIVITIES ARE OUTLINED FOR BEGINNERS, INTERMEDIATES, ADULT MEN, AND ADULT WOMEN IN THE FOLLOWING AREAS--(1) PERCEPTION DEVELOPMENT, (2) COMMUNICATION AND EXPRESSION SKILLS, (3) MOTOR SKILLS, (4) NUMBER CONCEPTS, (5) PERSONAL HEALTH AND GROOMING SKILLS, AND (6) RECREATIONAL AND SOCIAL ACTIVITIES. A SEPARATE SECTION OUTLINES A PROGRAM FOR THE BLIND TRAINABLE RETARDED IN DISCRIMINATION SKILLS, LEARNING SKILLS, MUSIC ACTIVITIES, SELF EXPRESSION, AND SOCIAL SKILLS. A GROUND MAINTENANCE PROGRAM FOR BOYS AND A GENERAL EDUCATION PROGRAM ARE ALSO DESCRIBED. (VO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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OUTLINE OF THE PROGRAM
for
TRAINABLE RESIDENTS

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SUNLAND TRAINING CENTER

Gainesville, Florida

Special Training School

May 15, 1964

The Department of Training and Habilitation

Objectives

The first objective of the Department of Training and Habilitation is to provide the necessary learning experiences and guidance for the boys, girls, men and women residing in the institution, through specific training and meaningful enrichment of their daily lives, to enable them to become happier, contributing members of the sheltered community in which they live in the institution. The second objective is to assist each of the more capable residents in his preparation for the time that he may be given an opportunity to be a useful citizen in a regular community, outside an institution, and to expedite successful placements of such an individual.

Philosphy of Sunland Training Center

Gainesville, Florida

The underlying objectives of the Sunland Training Center at Gainesville, Florida, are: To provide sheltering protection for the retarded individuals; to provide opportunity for each individual to grow physically, mentally, emotionally, spiritually and socially to his full limits of growth; to restore and rehabilitate him both within his limitations and the limitations of the knowledge and culture of his times; and to train and educate him insofar as his capacities permit, with the goal in mind of permitting him to live his life, whether in the institution or returned to the community, with as much dignity, happiness and usefulness as may be inherent to him.

Objectives of the Special Training School

1. To offer stimulating activities to the trainable resident in a classroom situation.
2. To help him grow emotionally, socially, physically, spiritually and mentally within his limitations.
3. To help the residents live better with one another and their environment.
4. To develop the residents' skills for working and playing.
5. To enable each resident to learn pleasurable and worthwhile activities for wholesome use of leisure time.
6. To prepare him for better living in case of eventual placement.
7. To help him develop good work habits and attitudes that will prepare him for job opportunities on campus.

Types of Residents in Program

1. Age: six years to 70
2. IQ: 20-50 (may vary in some individual cases)
3. Sex: male and female ([redacted])

Developmental Areas

I. Mental Development

A. Providing new experiences and reinforcing old experiences as a way of broadening the child's environment.

B. Helping the child to follow verbal directions and sequences of procedure.

II. Emotional Development

A. A feeling of self-respect is encouraged with continued successes in daily activities.

B. The child is helped to channel his emotions into socially accepted outlets.

C. A feeling of belonging and usefulness is encouraged through learning new skills and accepting new responsibilities.

III. Social Development

A. Friendly and cooperative attitudes are developed in group and individual settings.

B. Basic manners, sharing and rules of fair play are taught during the daily class period.

C. Learning to accept and respect the feelings of other people are encouraged in group activities such as music, games, and parties.

IV. Physical Development

A. Large muscle coordination is developed by active games, indoor rhythms and calesthenics.

B. Small muscle coordination is developed through use of tools, puzzles, crayons, blocks, sewing, clay, finger-paint, and educational toys.

V. Spiritual Development and Aesthetic Appreciation

A. Understanding of giving and receiving.

B. Appreciation of beauty in the environment.

C. Appreciation of music and art.

Beginner Program

Activity Areas

I. Perception Development

A. Discriminating Visually
The ability to recognize self image; to distinguish "important persons" from strangers; to recognize own belongings; to recognize different parts of the body; to distinguish between edible and inedible substance; to recognize common articles of furniture; to distinguish boy from girl; to discriminate between the three basic forms; circle, square and triangle; and to recognize simple opposites and make comparisons of degree.

B. Discriminating Auditorially
The ability to recognize name when it is spoken; to recognize sounds of common things; bell, whistle, running water, etc; to recognize a variety of animal sounds; to respond appropriately to verbal commands; to recognize familiar tunes; to get mental images by hearing key adjectives and adverbs.

C. Discriminating Tactilely
The ability to recognize gross opposites; to distinguish between everyday objects; to distinguish hard and soft; to recognize objects that present a personal threat.

II. Communication and Expression Skills

A. Music and rhythms-the ability to listen, sing, dance, play games, and use simple instruments to encourage individual expression.

B. Art media-the ability to use finger-paints, water colors, clay, crayons and craft materials, to help utilize the natural activities of children in a satisfying way.

C. Drama-the ability to develop language with involvement in story telling, role-playing, and experience sharing.

D. Verbal expression-the ability to use a large variety of words for common objects, days of

Beginner Program

Activity Areas

the week, own name, names of important persons, articles of clothing, articles of furniture; to carry on a conversation, to tell a personal experience; to use sentences of five or six words, to carry a simple message.

E. "Reading and Writing" - the ability to recognize familiar pictures in a book; tell a story about a picture; listen to a story; recognize own name when printed; recognize some capital letters. The ability to trace over simple geometric forms; to copy name; to print some letters, as the pupils have interest and aptitude.

III. Motor Skills

A. The beginner developes his motor skills through tracing, cutting, pasting, puzzles, building with blocks, games, form boards, bead stringing, coloring and other such activities.

B. The motor skill activities are related to his immediate interests or experiences, such as holidays.

IV. Number Concepts

A. Number concepts are presented along with the daily class activities to provide concrete experiences with the use of numbers.

B. Abstract number concepts such as big and small, few and many are used in the classroom.

C. The concepts of gross time, position, amounts, and rote counting are presented.

V. Personal Health and Grooming Skills

A. Experiences in lacing, buttoning and other techniques of drawing are incorporated into the craft and play activities.

B. Reinforcement of health skills taught in the

Beginner Program

Activity Areas

In-Cottage Training Program are made through use of pictures, books, movies and drawings.

VI. Recreational and Social Activities

A. Participation in school parties and picnics.

Intermediate Program

I. Perception Development

A. Continued development of visual, auditory and tactile discriminating using material and methods suitable to this age group.

II. Communication and Expression Skills

A. Music and rhythms through listening, singing, dancing, games, and the use of simple instruments to encourage individual expression.

B. Development of craft skills and expression through sewing, planting, cooking, ground maintenance, and hand crafts.

C. Drama continues to be meaningful in expression with involvement in story acting, role-playing and experience sharing.

D. More complete and specific verbal expression is encouraged through use of pictures, lotto games and books. Read common one or two word directions or or warning signs.

III. Motor Skills

A. The intermediate is encouraged to use finer motor skills through such activities as hand crafts, sewing, gardening, leatherwork and cooking.

B. The motor skill activities are related to his immediate interests and experiences.

IV. Number Concepts

A. Number concepts are presented along with the daily class activities to provide concrete experiences with the use of numbers.

B. Abstract number skills--big, little, few, many.

C. Concepts of gross time, position, amounts and rote counting are presented.

V. Personal Health and Grooming Skills

A. Cleanliness and neat appearance are stressed through discussion and audio visual aids on good health habits.

Intermediate Program

B. Practice is given in the proper application of makeup, polishing shoes and other methods of appearance improvement.

VI. Recreational and Social Activities

A. Participation in school parties and picnics.

Adult Program

Workshop for Women

Activity Areas

I. Perception Development

A. The development of the concepts such as long and short, rough and smooth, coarse and fine, straight and curved.

B. Continued understanding of the body and the relationships of its parts.

II. Communication and Expression Skills

A. The classroom has the informal air of a workshop where the women can talk to one another and the teacher.

B. The residents are encouraged to express themselves through their work and to develop healthy attitudes of dealing with personal problems, success, failure and limitations.

III. Motor Skills

A. Each resident works according to her interests and capabilities but is also encouraged to learn and try new projects.

B. Sewing--residents work with embroidery, cross stitching, and crocheting.

C. Hand crafts--the residents make jewelry, paintings, litter baskets, dolls, corsages and purses.

IV. Number Concepts

A. The residents are helped to use what number skills they have and to learn ways of compensating for their lack of number ability.

B. The residents are taught to use correctly the abstract ideas of big, little, few, many, etc.

V. Personal Health and Grooming Skills

A. The residents talk about proper clothes to wear, correct color combinations, and the need for good grooming.

Adult Program

Workshop for Women

Activity Areas

B. The residents learn proper washing and ironing techniques.

C. The residents learn ways of mending their clothes.

VI. Recreational and Social Activities

A. Participation in school picnics and parties.

Adult Program

Workshop for Men

Activity Areas

I. Perception Development

A. The development of the concepts such as: long and short, rough or smooth, coarse and fine, straight and curved, square and unsquare.

B. Continued understanding of the body and the relationships of its parts.

II. Communication and Expression Skills

A. Each resident is encouraged to gather ideas as to design or style of the particular project he is making within the limits of his ability.

B. The resident should demonstrate the use of tools to show that he understands their use.

III. Motor Skills

A. Each should develop some skills in the use of the plans, saw and hammer which are the most common tools found in any shop.

B. Using the correct posture in the use of the saw in sawing various kinds of woods.

C. Strength development in the correct use of hammer, chisel, drill and other allied tools.

D. The more capable resident should be encouraged in the proper use of the various power tools found in the shop.

E. Proper finishing methods should be shown and followed by the resident using either paint, stain, or varnish in finishing his particular project.

F. Accuracy is encouraged through using a carpenter's square and marking a straight line with a straight edge.

IV. Number Concepts

A. The use of the measuring instruments found in the shop.

B. Being able to tell the difference between a yard stick and a rule.

V. Personal Health and Grooming Skills

A. The proper care of the hands when using paint and other finishing materials.

B. An attitude of awareness of what each is doing in the shop which might be a safety hazard.

C. Overall good grooming and cleanliness is stressed.

VI. Recreational and Social Activities

A. Having a part in helping with the various parties and picnics that are held during the school year.

Program for the Blind

Purpose and aims--to help the resident with the added sensory defect of blindness to be as independent and self reliant as his capabilities will allow.

Activity Areas

I. Discrimination Skills

- A. Recognizing shapes
- B. Recognizing textures and other relationships such as large and small, hard and soft.
- C. Stringing beads
- D. Manipulation of objects and construction materials
- E. Fingerpainting

II. Learning Skills

- A. Number concepts
- B. Braille and/or symbols
- C. Readiness materials, "Touch and Tell"

III. Music Activities

- A. Records
- B. Songs
- C. Playing musical instruments

IV. Self-Expression

- A. Clay
- B. Dramatic play
- C. Paper mache

V. Social Skills

- A. Sharing with others
- B. Taking turns
- C. Practicing common manners and pleasantries

THE GROUND MAINTENANCE PROGRAM

This program is designed to foster developmental growth in our boys by:

1. Reducing direction and instruction
2. Facilitating self-direction
3. Encouraging independent self-learning

Broad and ever widening limits are set as the boys grow in responsibility by:

1. Encouraging decision making
2. Withdrawing support and encouragement
3. Examining factual results of actions
4. Examining adult demands

Work assignments are rarely made. The boys assign themselves to a job and delineate their responsibilities according to the task. The atmosphere strived for is one in which the boys have the freedom to move around in their environment experiencing things, reacting to things and involving themselves in exploratory activities. This design is hoped to encourage growth toward independently functioning individuals.

THE GENERAL EDUCATION PROGRAM

This program is specifically designed to enrich the experiential background of the boys through acquisition of:

1. General knowledge
    - A. Nature study
    - B. Sunland resources and services
    - C. Personal cares
2. Speech development
    - A. Verbalizing experiences
    - B. Bull sessions
3. Social-communication skills
    - A. Dealing with adults
    - B. Following directions
    - C. Listening for information

This program operates with the belief that involvement in new experiences encourages general knowledge development and facilitates an environment conducive to speech and conversational stimulation. A new experience is worked over through speech and the social setting in which this takes place fosters the realization of each one's individual needs as they interact with one another. The chief functions as a teacher is listening, and when needed, supplying information. This is the teacher's involvement in aiding the developmental process.